



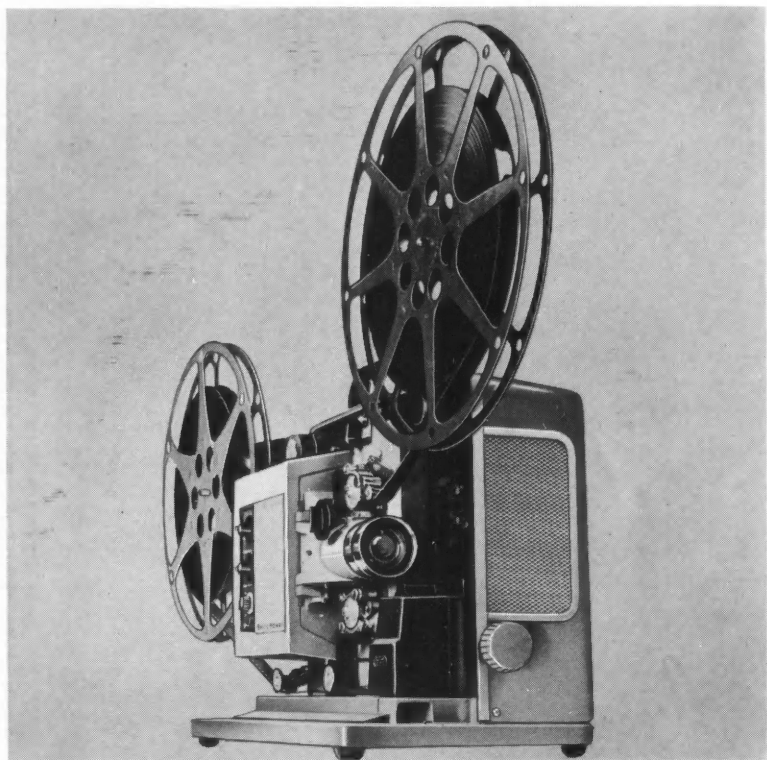
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the **ATA**
magazine

NOVEMBER 1961



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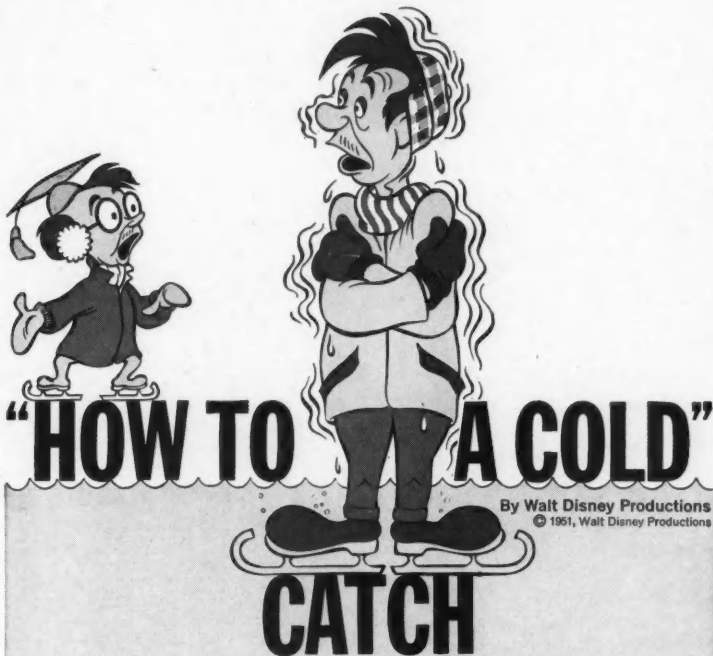
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THE MONTH'S COVER STORY

The little fellow pictured on this month's cover has long since retired for his winter's sleep. Photographer Cy Hampson relates the details on Page 23. No hibernation for teachers! In these short, dull days of early winter, we must be alive and alert to the challenges of the classroom situation and to the even greater challenges of the larger world outlook.

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THE ATA MAGAZINE

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Expenditure or Investment?

Alberta teachers will watch with interest the proceedings of the fifty-fifth annual convention of the Alberta School Trustees' Association. The deliberations of as influential a group as this are important, not only to teachers but to the public generally and to students in particular.

Traditionally, much of the business of the convention is connected with school finance, and this is understandable because of the rapid expansion in Alberta school systems and increased costs. It is likely that considerable discussion will develop this year on the so-called foundation plan for school financing. Other matters related to the school administration such as school bus operations, insurance, and textbook rental plans will no doubt come before the delegates again this year. The general area of collective bargaining, teachers' salaries, tenure, resignation dates, and transfers, accounts for a considerable number of ASTA standing policy resolutions and a number of resolutions from the executive and member school boards. It is unlikely that this year's order paper will be markedly different, although we understand that substantial constitutional changes are to be considered.

On occasions in the past, the Alberta School Trustees' Association has through the medium of its official journal chided teachers and their organization about their preoccupation with such material things as salaries and tenure. Such observations we have endured with as much grace as we can muster, for it is surely the ASTA's right through its official organ to say what it wants to say on any subject related to education. There are, however, many teachers who believe that the consistent attack on teachers' rights is symptomatic of a deep-seated master-servant obsession among trustees.

We have been inclined to take the point of view that the trustees' organization will in time mature to the point where it begins to grapple with some of the major problems facing education today. We know that individual school trustees are worried about these problems and that a number of Alberta school boards are attempting to give educational leadership. We believe that the day will come when the order paper of the ASTA annual convention will deal with many problems other than education costs, school finance, teachers' salaries, tenure, and proposed amendments to *The School Act*. We know individual trustees and some school boards

who are deeply concerned about such matters as the drop-out rate in our high schools, who are worried about programs for students who do not wish to follow an academic route, and who feel that they should have more time during board meetings to consider accreditation, adult education, and a host of other purely educational problems. It is a matter of regret that their voices and their convictions seem to be so notably absent during the annual convention.

Perhaps the real reason for this situation is that most trustees regard education as an expenditure rather than as an investment. Indeed, there are some trustees whose total concept of their function appears to be that of representing a taxpayer's protective association. This is not to say that a trustee should not be concerned with costs, because it is a legitimate part of his responsibility. The important thing to remember is that it is only part of his responsibility as a trustee.

We hear a great deal these days about the tremendous struggle between East and West. We continue to hear critical opinions about the adequacy of our educational system. Educators debate tirelessly about the relative merits of a liberal arts education and technical education. Everyone gets into the act when so-called modern education is compared with education of yesterday. All of us do a lot of talking about our educational problems, but precious little more.

It is time for trustees, teachers and all who feel that a first-rate educational system is the best guarantee of survival in the future to face up to the appalling waste of human resources in our country. It is little short of a national disgrace that in Canada we have only six out of every hundred entering Grade II graduating from university, only one of that group who will attain a master's degree, and only 1.5 of every thousand who will achieve a doctor's degree. We are losing ground so rapidly by comparison with Russia and to a lesser degree with the United States that we will inevitably become unable to supply minimal needs for scientists and technicians. Without decrying in any way the contributions which can be made by liberal arts graduates, they aren't going to help us too much in today's technological crisis.

These are some of the problems facing us today. We have been acting as though we think they will go away if we ignore them, but current events won't permit that sort of procrastination. We need leadership, unflagging zeal and the cooperation of the best minds of all who are interested in education, if history is not to find us wanting in our day.

Professionalism

There is great danger of a widening gap in understanding between professionals and the public as scientific knowledge and techniques advance by giant strides. Public respect and confidence will continue as long as people believe that professional men and women strive constantly to improve the quality of the services which they render to society.

But the public may become less certain in its support if it senses that professional men and women believe that only by extending periods of training at university can there be improvement in professional service.

E. C. Manning

THERE is a section of the public which regards members of the government and civil servants who are in key professional positions as a special type of parasite holding down nice, white-collar jobs at public expense. This view is a fallacy, as those of you know who have tried other forms of occupation and toil. The position of the professional man or woman carries a burden of responsibility which is far heavier in many cases than those activities which some people regard as the hard work of this world.

The fact that such a fallacy exists underscores the need for members of government and the professions to establish and to maintain the closest possible touch with the rank and file of the people. In the professions particularly, there is a growing danger of losing close contact with the general public. The reasons are pretty obvious. All professions are making tremendous advances in scientific knowledge and techniques. The more highly specialized the training, the stronger is the tendency toward a rift in understanding between the non-professional citizen and the highly skilled, highly trained man or woman. While this situation need not be serious, let us not forget that a wide gap of this kind can be critical.

Members of the professional institute and of the government share three things. In the first place, we share the task of providing the best possible standard of service to the people who employ us, for both of us are employees of the public and we can be expected to share equally the responsibility of doing everything in our power to enhance progressively the quality and standards of the service we perform. In the second place, we share a responsibility of improving constantly our contribution to the good and the welfare

Professionalism

of the people we serve and to the province of whose administration we are a part. This is particularly true in the professions. As we all know, we are living in an age of tremendous progress, most significant in the various fields of science, and every professional man and woman today has an inescapable responsibility to keep abreast of this amazing progress so that the public can always be certain to reap the benefits of improved skills and techniques.

The third thing we share in common is what I would call the danger of "rut-ism", a term which I have coined to describe the natural human tendency to resist change or to get in a rut. Few will doubt that this is a danger to which governments and members of the public service are peculiarly susceptible.

When a government formulates policy, it does so only after a great deal of debate at both cabinet and legislative levels during which various alternatives are considered. When a government adopts policy, it is convinced that its decision is the best and that the policy is the best course to follow in the interests of all. At this point it becomes obvious that a government will naturally defend such policy against all comers.

But with the passage of time, conditions change, circumstances change, and pressures to change the policy develop. This is a crucial point to which government must be sensitive. It may be perfectly natural to keep right on defending a policy which may have been the very best policy ten years ago, but is not necessarily the best policy today because of changed conditions. Resistance to change may be a good thing to the extent that it preserves stability in our society and in public administration, but we must never take the position that, because we have done some-



thing one way for 10 or 15 years, we can never do it any other way. To permit ourselves to get so deeply in a rut that we become insensitive to public sentiment or judgment will ultimately bring public condemnation and such pressure that change cannot be resisted.

A matter which is dear—very, very dear—to the heart of every professional man or woman is the question of the standards of their profession. One of the first and foremost responsibilities of the professional person is to guard jealously the standards of his profession. To do this he must never be satisfied with those standards. He must recognize that there is no standard so high that it cannot be raised higher; no knowledge so great that it cannot be increased; no service or technique so well-developed that it cannot be improved. This sort of dedication to improvement is the guarantee of the professional to the public that it can expect him to ever take the lead in seeking better techniques, higher standards, better facilities. So let us never, never underestimate the importance of standards, of maintaining them and constantly improving them.

But at this point we should remember that there is danger that we may confuse the raising and preservation of standards with other factors which may or may not be related to those standards. Let us look for a moment at some things which are being widely discussed in many sections of the public. At the present time, there is a great deal of talk about what should be the length of time required to train a professional man or woman properly in any number of professional fields, and there is a considerable difference of opinion on the matter. There are those who say that the only way to get good professional standards is to lengthen progressively the period of training.

There are others who argue just as strenuously that such is not necessarily so, that lengthening the period may be an advantage but it may also permit the inclusion of things which some will later decide did not contribute to raising professional standards. So let us be very careful not to assume that just by adding another year or two on the length of time required of a man at university before he graduates, we thereby automatically make him a higher qualified graduate than if the term had been kept shorter and some of the factors he is required to absorb had been adjusted as they relate to his particular field of work.

This is an area in which professionals themselves can do a tremendous lot of good work by seeing to it that the things which are eliminated from requirements, the things which are not enlarged, are only those which will not contribute to their standards as a graduate, and yet see to it that everything is included that is essential. We must be concerned with the amount of time we take out of a young person's life before he graduates as a professional person, and we simply cannot generalize that, if a man is a good engineer because he has four years at university, he will automatically be 25 percent better if he takes five years of university instead of four. That simply doesn't work out; it is unrealistic.

Another matter which is the subject of much discussion and bearing on the same subject is the matter of costs. Those connected with education will appreciate this problem more than

This article has been adapted from an address delivered by Premier Manning to the Professional Institute of Civil Servants of Alberta during May of this year.

others. I have never been able personally to see the validity of the argument that you can measure the standard of education by the dollars and cents you spend on it. There is a relationship undeniably, but let us never get the idea that, simply because we add another so many millions of dollars to the price we pay for education, this guarantees that our standard of education is going to be increased by the same percentage. A relationship is indisputable; we get only what we pay for. But in these arguments over costs, we may forget that factors creep in which have little or no bearing on the standards of our education.

We simply cannot say that because we are spending a few more dollars on education than anybody else, our standards are that much better because of it. My claim is that you cannot accurately measure the standard of a professional graduate by the number of years he spends in university or by the number of dollars that you spend on his education. Both are inseparable, but they are not in themselves accurate yardsticks by which you can measure the result which you wish to attain.

Another matter which ought to concern citizens seriously is that of a standard of values. Today the world is split into two camps. The great psychological question is whether we have collectivism or individualism; domination by the state collectively or freedom of individuals. In our own standard of values, which do we put first, material security or freedom as individuals? That should be a simple question to answer in a free world, but is it? When you look at the decisions of men and women and of groups of people today, it makes you wonder whether, even in the remaining free world, a lot of people really do put the freedom of individuals ahead of this modern, in-

satiable desire to be secure materially. Where do we relate knowledge? What value do we attach to knowledge as compared with temporary things that satisfy our immediate desires or pleasures? We say that the strength of democracy is the enlightenment of its people. We talk in generalities about education being the greatest essential for our children. Do we mean it? Sometimes I wonder.

There has been, as you know, a great deal of talk around Alberta recently about education. Recently I was looking over a few figures in our province and it struck me as rather significant that citizens in Alberta are today paying about \$55,000,000 in taxation for education annually. That is supplemented of course from the general revenue of the province, but I am talking about what citizens pay in direct educational taxes. I get letters and resolutions and hear speeches saying that our people are taxed to death. They just can't pay anything more for education. And then I pick up some more statistics and find that these same people who couldn't afford another dollar for education without going bankrupt paid \$69,300,000 for liquor, \$8,000,000 for soft drinks, and another \$16,700,000 in various legalized forms of gambling, which is getting pretty close to double what they paid in taxes for the education of their children. A society which will spend 50 percent more every year on its drink bill—without discussing for a moment the merits or otherwise of what they drink—50 percent more than on the education of their children, cannot conscientiously and truthfully say that it believes that the education of our

(Continued on Page 37)

Teaching in Soviet "Secondary" Schools

AS we discovered the two or three times our crowded itinerary permitted us a brief walk outside our hotel, three Canadians can feel very foreign indeed in the streets of Moscow and Leningrad! There, we were constantly aware that we were strangers in a land where some 250 million other people were very much at home. We did not feel nearly so strange, however, in the schools of Moscow and Leningrad.

During our two-week stay in the Soviet Union, Carl, Gene and I saw five of what Soviet educators call "secondary" schools, covering Grades I-XI. These included a boarding school, an evening school for workers, an experimental school, and two regular day schools, one of which operated on two shifts. All of these were teaching the same program and, in each case, we were shown whatever classes and grade levels we wished, insofar as the timetable permitted.

We are often asked if we were allowed to go where we pleased or were shown only the very best of their schools. It's hard to judge, for we know only what we saw or were told, but I think the proper answer is "No" to both. Any two-week itinerary requires careful preplanning on the part of the hosts if the visitors are to get any real value from their experience, and this in turn means that most items must be selected arbitrarily by the hosts. On the other hand, we felt that

the schools we were shown — while carefully selected — were chosen to illustrate the range in provisions for Soviet children, at least in the cities.

The schools themselves

The Soviet schools we saw were four or five stories high and housed between 23 and 60 classrooms. Some of the older ones were brick, but cement is now the favorite material and, in the case of the Leningrad boarding school, even the scrollwork fences were of precast cement. Economy is no doubt one reason for the reliance on cement but standardization is probably another. We were told that the 50-room Secondary School No. 1 in Moscow took four months to build in 1956 but that a similar school can now be completed in 56 days.

School grounds vary with the age and location of the schools. In older, downtown districts, grounds are often small, hemmed in by large buildings and paved with cement or asphalt. In new suburban areas, where the extensive building projects consist of nine-story apartment dwellings rather than private homes, grounds are usually larger and unsurfaced.

The classrooms we saw were quite adequate to seat 35-40 pupils in the Soviet fashion — two at a desk, with a single inkwell between them. Decoration varied from an indescribable shade of very light green paint (apparently a permanently non-drying variety)

to a more restful, dignified (and dry) brown such as that popular with Canadian school boards in the thirties. Somewhere on the wall of every room was a picture of Lenin, perhaps accompanied by others of Marx, Khrushchev and (infrequently) Stalin.

Equipment varied even more than decoration. At one end of the scale we found grossly inadequate lighting, no more than ten feet of blackboard, and students who—for want of a compass—were making circles in geometry class by rotating one end of the blackboard cloth around the other. At the other extreme (typical provisions probably lie somewhere between the two) were the classrooms of Secondary School No. 157, Leningrad, which is an experimental school of the Academy of Pedagogical Sciences. Every room not only had the accoutrements of

the subject being taught there, but also a movie projector, slide projector, opaque projector, and blackout drapes—all operated by means of push-buttons at the teacher's desk.

Probably the most uniformly well-equipped rooms in Soviet schools are the shops for industrial arts (or "practical work experience" as Soviet educators prefer to designate it). In the case of Moscow School No. 187, the factory affiliated with the school had even moved two rooms of functioning factory equipment (actually part of its production line) into the school building and had provided factory workers to act as instructors. These instructors were almost "foremen", for much of the production in these classes consists of useful articles or component parts for the articles being produced by the factory.

The Canadian party visited five "secondary" schools during their two weeks in the Soviet Union and did not find the school plants startlingly different from our own. But they did find some differences in what was going on in them.

Two of the Canadian party, CTF President Carl Gow (facing camera) and Past President Gene Morison (followed by one of the two interpreters) are shown at School No. 1 in Moscow. At the left are two Soviet pupils.



This is the second in a series of articles Mr. Nason, CTF deputy secretary-treasurer, prepared about the visit to Russia of the Canadian delegation just a year ago. The first article appeared in our April issue.

These, then, are some impressions of the school plants we entered and walked about. They are different from ours in some ways, but the variety in our own school buildings is so great that we were hardly startled by these differences. The most urgent question in our minds had only indirect relationship to the buildings—what was going on in them?

Teaching methods

We saw absolutely nothing new in the teaching methods being used by Soviet teachers. If anything, they seemed to be far less imaginative than our teachers in applying psychological findings to the classroom and in creating their own new methods to fit peculiar classroom situations.

In Grade I, the Soviet pupil moves almost abruptly into his new academic world. For instance, he is provided with pen and ink at the time of his first writing lesson and is expected to get right down to business in his struggle for mastery of this devilish liquid which leaves an ineradicable stain to document each slip by seven-year-old fingers.

To three Canadian teachers, steeped (at times to the point of nausea) in the lore of readiness, child development and motivation, such suddenness seemed almost crude, but we couldn't help wondering wistfully if Soviet educators had discovered that the psychologists have really been feeding us a lot of nonsense. The answer came—not during our visit—but after our re-

turn home. The November, 1960 issue of *Phi Delta Kappan* contained an article by Gerald Read, in which he noted:

That the drop-out problem is a real concern to the Party was attested by E. I. Afanasenko, minister of education for the RSFSR, when he reported to the All-Russian Teachers Congress on July 6 of this year that some 92,300 first graders were not promoted in the Soviet Union at the end of the 1959-60 school year. This may come as a surprise to many Americans who have been reporting that there are no failures in the Soviet schools. Afanasenko attributed most of these failures to poor teaching. Then he went on to show how retardation was the chief cause for drop-outs in and after the fifth grade. In 1959-60, some 191,000 pupils withdrew after five years of schooling. A similar number left at the end of the sixth grade and over 26,000 dropped out during the seventh year.

The point of the above is not that the Soviet schools are falling apart at the seams (there are over eighteen million pupils in Grades I to IV and another nine million or so in Grades V-VII) but rather that the somewhat rigid approach to teaching which we observed may be creating and aggravating problems of drop-outs and retardation even at the primary level.

At the upper grade levels we also detected a lack of imagination in teaching. The most extreme examples were found in the humanities, where the lecture method seemed almost to be the rule. Moreover, in even our limited observation of subjects such as history and literature, one was tempted to make the generalization that the humanities are used primarily as vehicles

for Soviet Communist propaganda, for the topics on the curriculum seemed to be carefully selected with this end in view.

It is only fair to point out that teaching methods seem to be changing. Perhaps naturally, they are changing first in the mathematics and sciences, which are being given some degree of priority in the Soviet Union as elsewhere in the world. Until very recently, there was a lack of student activity and participation even in science lessons, hard as this may be for Canadian teachers to believe. We were told that it used to be customary for students in a chemistry lesson, for instance, to sit at their desks and merely follow their textbooks, while the teacher demonstrated the experiment—and this information was substantiated by the fact that some of the older chemistry labs we visited had no sinks in the students' desks. It is interesting that the psychological basis for increasing learning in sciences through student participation was attributed by the head of biology in Leningrad's Goertzen Pedagogical Institute to Armstrong, who propounded his theories in England in the late 1800's. One could not help but wonder at the reason for the delay of some 50 years in adopting principles of learning which have long been accepted as fundamental in many other countries.

As a result of the situation described above, we found some interesting lectures at the upper secondary level—but they were straight lectures of some 40 minutes in length. Most of the lessons in which we felt a vital learning experience was taking place were those in algebra, physics, and geometry.

It must be said, however, that our faith in the incorrigibility of teachers was refreshed. Especially at the primary level where it is often easier to introduce innovations due to the light-

er academic load, some teachers were doing an outstanding job in spite of tradition and accepted methodology. We saw one such teacher who showed ingenuity even in such routine matters as homework assignments. (Primary pupils are expected to do one to one and a half hours per night.) In her class, what could have been a very dull assignment to memorize number facts was turned into an interesting exercise where the pupils made up problems using the facts and drew pictures to illustrate the problems. In class, they took turns posing their problems to other pupils. Such cases, even though isolated, strengthened our conviction that there is—and should be—a bond between good teachers in all countries.

Discipline

If Soviet teachers are behind ours in methodology, they more than make up for it in the discipline of their students and in their attitude towards discipline. In two weeks of asking our most penetrating questions, the only judgment we could reach on pupil discipline is that it is no problem.

The noise in the halls during break periods was a bit of a shock at first. The children promenaded around arm-in-arm, talking and laughing together as they stretched their legs and the cumulative volume would probably turn a Canadian principal's hair grey! Certainly nobody seemed the least bit disturbed by the pupils relaxing in this fashion and we were thus disabused of any ideas we might have had that there is strict regimentation in all facets of Soviet student life or that Soviet teachers are as enamored of absolute silence at all times, as some of ours seem to be.

In the classroom, reprimands (mild by our standards) and disapproval by the class group seemed to be the chief

(Continued on Page 25)

One of the chief obstacles in the way of adopting accreditation is the lack of information about what it may mean. A careful study of this article will provide a background for a common meaning about accreditation in Alberta.

Some Thoughts

ACCREDITATION is not new. It originated about 1872 in the United States of America. It is not confined to that country. Both of our neighboring provinces have accreditation, which grants permission to approved schools to recommend students at the matriculation level. The central idea of accreditation is that an external body attests to the standards and quality of a school, which is then granted some freedom from external controls.

The Royal Commission on Education in Alberta recommended accreditation for certain school systems and for individual schools which were not located in accredited systems. The Commission recommended the retention of Grade IX and Grade XII departmental examinations for all students, whether from accredited schools or not. In Alberta, accreditation was to mean greater curricular freedom for accredited schools.

The Alberta Teachers' Association considered accreditation at the 1960 Annual General Meeting and endorsed in principle the idea that accredited schools be granted increased autonomy. Immediately after the Annual General Meeting, the Executive Council of the Association appointed a committee composed of representatives from the geographic areas of the province. This

committee met six times and in the intervals between meetings assigned work tasks to committee members. As a result, the committee has studied implementation, privileges, criteria, and procedures and was able to produce a monograph on accreditation in November of 1960.

The Department of Education appointed a committee from its own staff to study accreditation. This committee produced a report in September of 1960, which is included in the ATA monograph on accreditation mentioned above.

In May of 1961, the Department of Education appointed a Provincial Committee on Accreditation which met in May, June, September, and October for a total of five days. The membership of this committee is: Dr. T. C. Byrne, chief superintendent of schools (chairman); Dr. R. E. Rees, director of special services; M. L. Watts, director of curriculum; E. D. Hodgson, high school inspector; Mrs. R. V. McCullough, president of The Alberta Federation of Home and School Associations, Inc.; E. Parr, president, Alberta School Trustees' Association; T. C. Weidenhamer, general secretary, Alberta School Trustees' Association; Dr. J. W. Gilles, director of Summer Session, University of Alberta; R. F. Staples, principal of Westlock School

ts on Accreditation

| S. C. T. Clarke

and chairman of the ATA Accreditation Committee; S. G. Deane, principal of Eastglen School, Edmonton; Dr. S. C. T. Clarke, ATA executive secretary; W. P. Wagner, superintendent of Edmonton Public Schools; F. P. O'Hara, assistant superintendent of Edmonton Separate Schools; and J. W. James, administrative assistant, Calgary Public Schools.

The following explanation of accreditation grows out of the study of accreditation made by the committees mentioned. It should be emphasized that the Provincial Committee on Accreditation might not endorse all of the ideas expressed here. So far, this committee has not finally reported to the Minister of Education and he has not considered nor approved procedures, privileges or criteria of accreditation.

■ Implementation

A limited number of schools and systems should be eligible for accreditation when it is first adopted. For example, at first, accreditation might be restricted to systems employing 500 teachers or more, and to individual high schools employing twelve teachers in systems which were not accredited. Later, after successful operation, these figures might be reduced to, say, 300 and nine respectively.

There should be a gradual approach to complete or full accreditation. Whatever privileges are granted at first should be capable of expansion after successful operation. Another way of stating the same thing is that not all of the possible privileges should be accorded to accredited schools and systems in the initial stages.

Accreditation should be voluntary. Only schools and systems which wish to be accredited would be considered. Accreditation should not be imposed.

Accreditation should be temporary. Both schools and systems might be accredited for a maximum of five years, at which time a reconsideration would be made. Some schools or systems might in the first instance be accredited for a period of one, two, three, four, or five years, but never for more than five years.

■ Procedures

An advisory committee, representative of various organizations, should continue to advise the Minister on privileges, procedures and criteria. Such a committee might be similar to the present Provincial Committee on Accreditation. It would need to meet only once or twice a year, after the system was in operation.

An administrative board representing the Department of Education and the profession should be established. This board would review applications for accreditation, direct how the appraisal of applicant schools or systems should be carried out, and recommend to the Minister the acceptance or rejection of applications.

A visiting team representative of the Department and the profession should be appointed by the administrative board to visit each school or system applying for accreditation or renewal of accreditation. Such a team should

include board-appointed superintendents, supervisors, principals, department heads, and classroom teachers, as appropriate.

The school or system must apply for accreditation. This provision will ensure that accreditation is voluntary.

The school or system must complete a self-evaluation. It is expected that the self-study involved would be a very valuable part of accreditation. A handbook of evaluation will be prepared and will be available for schools and systems. It is expected that the kind of self-evaluation which is anticipated would take a whole school year, and would involve teachers, administrative staff and the board.

The report of the visiting team should be made available to the school board. It is hoped that the report will be reproduced by the board for the public, since it will constitute a thorough appraisal of the school or system.

The costs of the appraisal should be borne by the Department of Education which might charge an appraisal fee to recover part of these costs. There are many pros and cons on this item. The Department of Education should bear the costs, but if it did, the visiting team might be small and heavily weighted with departmental officials. If school boards desire more local autonomy and an escape from departmental controls, they might be willing to pay a fee to avoid an appraisal overweighted by departmental officials.

The main basis of accreditation will be a statement of criteria approved by the Minister. School boards must know what is the basis of the appraisal made by the visiting team. The criteria approved by the Minister, plus the self-evaluation made by the school or system, plus the visiting team's findings, will determine recommendations for accreditation.

■ Privileges

The only departmental examination required for a high school diploma will be the Grade IX examination. The Department of Education would develop other examinations which might be used by accredited schools and systems, but the present type which are set and marked by the Department would no longer be required for a high school diploma. They would be for matriculation.

Accredited schools and systems might adopt the semester system. For students taking a high school diploma course, no difficulty would be involved. For students taking matriculation subjects the Department of Education would require assurance that satisfactory arrangements could be made regarding examinations.

Present courses may be altered and new courses developed. If there were no question of a high school diploma, the freedom proposed here would be unrestricted. However, for students wishing a high school diploma the Department of Education will control about 50 percent of the credits. Students who fail Grade IX examinations, or students who do so poorly that their chances of success in a high school diploma course are slight, may take the special terminal courses devised by the school or system. Since the accredited school or system would control about half the high school diploma program, more intensive programs could be developed. Thus a student could specialize more in, say, business education, or, say, art.

Regulations which restrict programs for the gifted may be modified. Examples include maximum yearly credit load and writing Grade XII examinations in Grade XI.

Accredited schools may grant differ-
(Continued on Page 24)

A Break at Noon

Here's an idea!

It tells how the Chula Vista School (California) has dealt with the noon hour supervision problem.

Submitted by Louis Kaiser, it is reprinted with permission from the CTA Journal for October.

EVERY teacher is familiar with the typical noonday scene in the elementary school: the duty teacher eats a hasty lunch, grabs whistle and first aid kit, and dashes for the playground. After 30 tiring minutes, the teacher dashes back to the classroom to launch a lesson on, say, number relationships. Whether or not the lesson is a success depends to a great extent on last night's planning and today's state of mind.

In October, 1960, the Chula Vista City School Board of Education put into operation a program which relieved teachers of noon duties. The program added ten days of instructional time to the curriculum without changing opening or dismissal times, or lengthening the school year.

The Long Beach City Schools, a pioneer in the duty-free noon program, gave us the basis for study. Their plan, which provides for paid lay personnel to supervise the children during the noon period, was cleared by San Diego County legal counsel who said that school is not, in the legal sense, in session during the noon period and it was not necessary to have certificated personnel as supervisors during that time.

Members of the Vista Square School faculty formed a committee to work out the details of training, scheduling and policy-making. After study, we prepared a handbook covering all aspects of noon supervision, including

such things as discipline, school rules, what to do in case of accident, and other related detail. We also enlisted the help of our school PTA to sponsor and finance the pilot program.

Our program is based on a 45-minute noon as opposed to the traditional hour, since our experience has been that the last 15 minutes are the most troublesome: children grow fatigued, organized games break down, accidents seem more frequent.

Supervisors are selected on the basis of their interest, good character and experience with children. They are handled as regular employees of the district, and paid an hourly wage of \$1.25. Each supervisor is assigned to a specific area for one hour. Because of the shortened noon period, it is possible for three supervisors to manage the entire noon period at Vista Square.

At present, Chula Vista City School District operates 16 elementary schools with 52 noon supervisors—or about three supervisors per school. The cost of the total program for the year is approximately \$12,000. Computing the instructional time gained at 15 minutes per day, multiplied by the 178 days in the school year, ten extra school days are accumulated at small cost.

After its first year of operation, our program is enthusiastically supported by parents and teachers alike. Children, too, like the consistency of supervision by the same adult with no need for weekly adjustment to a new teacher with different interpretation of rules and procedures. There have been fewer accidents and noticeably better behavior.

But the most important improvement is in the classroom: gone are the days of breathless, sometimes irritated, children settling down to routine; teachers are relaxed and better prepared to do a good job.

This study guide for consideration by teachers—individually, in school staffs, or at sublocal or local meetings—has been prepared by the executive secretary. The proposed clause in the code of ethics is presented along with a series of hypothetical situations and questions.

Discussion Guide for Proposed Code of Ethics

1. *The teacher studiously avoids unfavorable criticism of an associate except when made to proper officials, and then only in confidence and after the associate has been informed of the nature of the criticism.*

Situation 1

Q. 1. She asks her present principal if she can use his name as a reference. The principal consents. The superintendent of Poplar Bluffs School District later asks this principal: "What kind of teacher is she?" Must the principal first inform the teacher of any comments which might be construed as "unfavorable criticism"?

Q. 2. As above, except that the teacher does not ask the principal's permission, but has used his name. What standards of ethical conduct bind the principal?

Q. 3. The superintendent of Poplar Bluffs asks her principal: "What kind of teacher is she?", without the teacher's having given the principal's name as a reference. Again, what standards of ethical conduct bind the principal?

Q. 4. As above for all three cases, but it is a fellow teacher instead of her principal who is on the spot. What standards of ethical conduct bind the teacher's colleague?

A teacher employed in Gopher Corners School District applies for a job in Poplar Bluffs School District.

The Ethics Committee set up by the Executive Council in October, 1960 proposed a revision of the Code of Ethics and a new document, "Standards of Professional Conduct". These two statements of proper professional conduct (published in the September issue) should be studied by every teacher and widely debated and discussed among the members before presentation to the 1962 Annual General Meeting, and this discussion guide is intended to assist in such discussion.

Situation 2

A principal is asked by his superintendent or school board to report on the competence of a teacher.

Q. 5. Must the principal first tell the teacher any items which might be construed as "unfavorable criticism"?

Situation 3

A teacher wishes to lay a discipline charge against a fellow teacher.

Q. 6. Must he first notify the fellow teacher of the nature of the charge?

2. *No group of teachers nor any teacher purporting to speak on behalf of such group makes representations to the government, its members or officials, or to the officials of the University of Alberta on matters affecting the interests of teachers generally or advocating a change in educational policy without the knowledge and consent of the Executive Council of the Association.*

Situation 4

Poplar Bluffs Local, ATA passes a resolution asking the government to increase the provincial appropriation in support of education.

Q. 7. Would it be wrong to send it to the Premier?

Q. 8. To the press?

Q. 9. To both?

Situation 5

A teacher writes to the Minister of Education complaining bitterly that the curriculum in the elementary school is too easy and should be stiffened up a great deal.

Q. 10. Is this right jeopardized by the above clause?

Q. 11. If the teacher claimed to speak for the elementary teachers of his local, would he be in violation of this clause of the code of ethics?

Q. 12. If he stated: "Many teachers believe that — — —", would he be in violation?

Situation 6

The executive of the Poplar Bluffs Local, ATA sends a delegation to the superintendent asking for the inauguration of division-wide testing at the Grade VII level. The matter was discussed and approved at a local meeting. The superintendent is an official of the government.

Q. 13. Should the local have first obtained the consent of the Executive Council of The Alberta Teachers' Association?

Situation 7

A teacher writes a letter to the editor which states, "Most of the more conscientious and dedicated teachers now feel that teachers' salaries are high enough — — —."

Q. 14. Is this in violation of Clause 2 of the code?

3. *The teacher presents all relevant testimonials and documents and makes full and complete disclosure of all relevant matters which affect his engagement or advancement with an employer.*

Q. 15. Does he have to provide copies of all of these?

Q. 16. Must he mention this in applications made, say, ten years later, if he has since had no further difficulty of this kind?

Q. 17. If he does not present a copy of this last report with his application for a job, is he in violation of Clause 3 of the code?

4. *The teacher adheres to collective agreements negotiated by his professional organization.*

Q. 18. May the teacher accept the additional salary?

Q. 19. May the teacher accept the additional salary?

Q. 20. May the teacher accept the additional salary?

Situation 8

A teacher is applying for a job. He has had 20 years of experience and 15 inspector's reports.

Situation 9

Early in his career a teacher has an unruly class and is dismissed at the end of the probationary year because the board felt that he was not keeping good discipline.

Situation 10

A teacher has four inspector's reports, the last one being least favorable.

Situation 11

A teacher has 46 pupils in Grade I and there isn't an additional room to split the class. The school board offers her \$500 extra salary to compensate for the overload. There is no provision in the collective agreement for such payment.

Situation 12

A school board during the school year creates a new position (supervisor of elementary education), appoints a teacher to the position, and sets the additional salary at \$500. This position is not covered in the existing collective agreement.

Situation 13

A collective agreement requires evaluation of years of teacher education by the University of Alberta. An immigrant teacher with special training in art is evaluated at two years by the university but the school board is prepared to pay at four years in order to get the teacher.

5. *The teacher respects and fulfils his contractual obligation until released by mutual consent or according to law.*

Situation 14

A married teacher with three children accepts a position in the Speargrass School with the Poplar Bluffs School Division. He is told that there is an adequate teacherage. On visiting the school he finds the teacherage completely unacceptable. The board declines to transfer him to another school.

Q. 21. Is he justified in refusing to teach in Speargrass School?

Situation 15

A teacher is employed to teach English and social studies in Grades X and XI, but on arrival at the school on September 1 is assigned to teach mathematics and science for which he is not trained.

Q. 22. Is he justified in quitting?

Situation 16

A married woman teacher has her husband transferred to Ontario in December. The board cannot replace her, hence declines to release her.

Q. 23. Is she justified in quitting?

6. *The teacher does not apply for, nor accept, a designated position before such position has become vacant.*

Situation 17

A teacher has heard that the social studies teacher in Spearmint High School is leaving, so writes a letter to the school board which states: "I am interested in this job and want to know if the position is open."

Q. 24. Is this ethical?

Situation 18

A school board terminates the designation of a vice-principal, who appeals. Before the appeal is heard, the board writes to another teacher appointing him to this vice-principalship.

Q. 25. Should he accept?

Situation 19

A teacher writes to a large city board as follows: "I would like to apply for a teaching position in your schools at the Grade III level."

Q. 26. Is this ethical?

7. *The teacher does not divulge information received in confidence or in the course of professional duties, except as required by law, or where, in the judgment of the teacher, it is in the best interests of the child.*

Q. 27. Should the teacher tell him?

Q. 28. Should the teacher give an opinion to the questioners?

Q. 29. Should the teacher inform each student's parents?

8. *The teacher does not tutor his own pupils for pay.*

Q. 30. Why should not the teacher accept the extra pay?

Q. 31. Should he accept?

9. *The teacher does not use his professional position for personal profit by offering goods or services to his own pupils or their parents.*

Q. 32. Does this mean he may not sell groceries to the parents of his students?

Situation 20

A parent who also happens to be chairman of the local board demands to know the IQ of his child.

Situation 21

A student is charged by the police with sexually molesting little girls. Many people ask the teacher whether this student has undue interest in little girls at school.

Situation 22

A student in considerable agitation and trouble tells the teacher that three boys are planning a break-in that night "for the kicks". The student is one of the three.

Situation 23

In the Siberia School there are two teachers. One student is not doing well in Grade IX mathematics. The parents offer the teacher of the child extra pay for a half-hour extra tutoring a day. There is no other person competent to do this tutoring.

Situation 24

A teacher in a rural school agrees to come back to school Saturday mornings to review his subject with any students who wish extra help. After several months he receives a very handsome and expensive present (something he really needed) from the students.

Situation 25

A rural school is located in the country at a place where there is a general store, filling station, etc. The teacher and his wife run the store.

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The Columbian Ground Squirrel

(*Citellus Columbianus*)

Most people who have visited our foothills and Rocky Mountains during spring and the early months of summer have encountered the colorful Columbian ground squirrel. His cheerful, oft-repeated, sharp whistle sounds an enthusiastic welcome but the maker of these clear notes may not at first be seen as his calls have a ventriloquial quality.

The preferred habitats of the Columbian are mountain meadows and slopes, grazed pasture lands and hayfields between elevations of 4,500 and 7,000 feet, although he appears to be extending his range eastward towards the prairies in the vicinities of Waterton, Pincher Creek and Willow Creek.

Because of the more extended season of frost and snow cover typical of higher altitudes, Columbians hibernate for much longer periods than do Richardson's, Franklin's or thirteen-lined ground squirrels. Indeed, the time of emergence in the spring seems to vary directly with altitude; those at elevations of 5,000 feet or less make their appearance above ground about mid-April while those at 7,000 feet or more may not leave their burrows until the third week in May. Since the

adult squirrels begin retirement again as early as the end of July, their season for food-gathering is a very limited one. Young squirrels remain active for about three weeks longer than their parents as all must accumulate considerable quantities of fat in order to withstand the rigors of prolonged hibernation.

The daily activities of the Columbian ground squirrel seem to be regulated by the sun. On bright days, they first emerge from their burrows only after the sunlight has struck the area; on dull, cloudy or rainy days, they emerge considerably later, or not at all. They tend to be most active between the hours of six and eight in the morning and between three and five in the afternoon, when they do most of their foraging for food. Retirement for the day usually occurs about an hour before sunset as this species is not equipped for night vision.

Food preferences consist largely of green plants, roots, seeds and insects. They are particularly fond of succulent grasses such as timothy, bluegrass and brome but seem to relish, as well, such native plants as dandelion, aster, strawberry, cinquefoil, yarrow, legumes, fireweed, and fleabane. The roots of dandelion and poplar are often stored, while the seeds of such plants as dandelion, grasses, stink-

The writer is indebted to Mr. Glen Adams of the University of Alberta, for much of the information included here.

Situation 26

A teacher sells encyclopedias in the evenings and assures the parents of his pupils that the pupils will do better in school if the parents own a set of the encyclopedia.

Q. 33. Is this ethical?

Some Thoughts on Accreditation

(Continued from Page 16)

entiated school-leaving certificates. The Department of Education would continue to issue the high school diploma but the school could grant a certificate of its own stamped, say, "commercial" or "technical".

■ Departmental Controls

The Grade IX examination would be required for all students proceeding toward a high school diploma or matriculation, and the Grade XII examinations would be required for matriculation. It has long been recognized that external examinations constitute a most effective control over curriculum. In practice, nearly all students would write Grade IX examinations, and all university-bound students would write Grade XII examinations. Slow students might continue on in school past the ninth year and be excused the Grade IX examination in an accredited system if they were headed toward a pre-employment terminal program.

The Department of Education would retain the right to issue the high school diploma, to determine the privileges, criteria, and procedures of accreditation, to grant or withdraw accreditation, to certificate teachers, and to inspect or survey accredited schools.

These rights will ensure that provincial responsibility for education will be protected. Obviously, the province cannot hand over all rights to school boards and still be expected to be responsible for education.

All school systems and schools, whether accredited or not, must provide the basic program in the elementary, junior high and senior high school grades which leads to a high school diploma. In practice, this means the schools must prepare students for the Grade IX examinations, and high schools must offer the 50 or so credits required for a high school diploma.

■ Criteria for Accreditation

Self-evaluative criteria will be developed. A handbook which may be used by a system or school will examine in detail these nine areas: personnel, administration, instructional program, extracurricular program, instructional facilities, the school board, the school plant and equipment, special auxiliary services, and school-community relationships.

Specific criteria will be developed. A summary statement of certain objective standards in each of the above areas will be developed.

weed, and puccoon are eaten in quantity. Insect items include grasshoppers, crickets and various beetles.

Only Columbians of two years of age or more breed and but a single litter of two to six young is produced in any one year. The young are born blind, naked and helpless but may increase their weight as much as 80 times in three months. They are ready to venture from their burrows in search of food in about a month. Adult males weigh about one and one-half pounds

on the average; the females are about a third smaller.

Forty Columbians per acre is a dense population, the average running around 18 in suitable habitat. Their chief enemies seem to be golden eagles, hawks, weasels, and badgers.

The next time you pay a visit to our Rockies, be sure to watch and listen for this hardy fellow who spends his entire life in these beautiful, but often formidable, surroundings.

—Cy Hampson

The ATA Magazine

Teaching in Soviet "Secondary" Schools

(Continued from Page 13)

disciplinary measures — and we could discover no technique more severe than requiring the recalcitrant student to stand silently by his or her desk for three minutes during the lesson. We were told that corporal punishment was never used—and I thought the principal who gave us the information seemed somewhat shocked at the idea. The principal of Secondary School No. 1 in Moscow did state that occasionally it was necessary to expel a student on whom the foregoing methods had no effect. However, he could remember only one such case in the last five years and, in that instance, since the boy had been below the school-leaving age, the parents had been forced to search out another city school which was willing to admit him—chastened, no doubt.

Any reasons I might offer for the absence of disciplinary problems in schools would be sheer conjecture, of course, but I cannot help but feel that the cause has something to do with the particular stage which has been reached by Soviet society, in which status and success of any kind may be reached only by way of education. There is obviously no chance at all of a Soviet student with Grade VIII (or, for that matter, with any other level) leaving school to start his own business and becoming a millionaire! Another factor that probably makes the Soviet student amenable to teacher suggestion is the fact that school may look like a pleasant place to spend one's time when compared with a somewhat crowded flat and an almost inevitable job in a factory.

Teacher load

If what we were told is accurate, Soviet teachers have much easier rows to

hoe than their Canadian counterparts. (This may come as a surprise since Soviet society—and the schools are no exception—has a well-deserved reputation for working very hard, indeed.)

Most primary teachers (Grades I-IV) were said to teach about twenty-four 35-minute periods a week, and those in Grades V-XI about eighteen 45-minute periods. They are legally permitted to undertake up to 27 periods a week, should the school need these extra services, but are paid extra for periods beyond the basic load.

When their teaching duties are finished for the day, Soviet teachers are free to leave the school. As with teachers everywhere, a very high proportion carries on study to improve qualifications and, of course, there is always marking and preparation of lessons. The Union of Educational and Scientific Workers believes that its members should spend at least as much time in preparation as in teaching and strongly urges them to do so.

Supervision of extracurricular activities in the schools seemed to be no problem for most Soviet teachers; they simply don't do any! A highly organized extracurricular program is carried on within the framework of Communist youth organizations, but it is conducted almost exclusively in separate institutions and by full-time staff who are not qualified teachers but are nonetheless specially trained for their work.

It is true that, in the case of extracurricular activities in various sciences which require laboratory facilities and specialized academic knowledge, teachers are sometimes pressed into after-school service in school labs, but we were told that these were volunteers. The fact that they are paid extra for this additional time would seem to bear this out.

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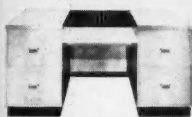
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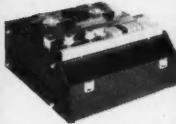
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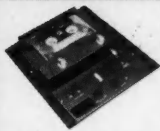
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Professional Preparation

THE PRESIDENT'S COLUMN

It seems to me that one of the more useful exercises teachers should perform is a periodic review of Association policy in teacher education and certification. Such a review is particularly valuable at this time because, with the emphasis on professional development and the dramatic upsurge in enrolments in the Faculty of Education, there is not much doubt that the nature of the teaching force is bound to change rapidly in the years to come.

Any review of our policies on teacher education and certification shows that Alberta teachers have advocated consistently a high-standards approach to selection and training of teachers. This view consists of a combination of high entrance requirements to the Faculty of Education and a four-year program of professional education before permanent certification. In recognition of the transition period necessary to move from present practice to such an objective, we have been prepared to accept recommendations in this area made by the Cameron Commission. And, of course, our own policy states that a minimum of two years of teacher education be required for interim certification. More recently, the Associa-

tion has adopted policy regarding interim certificates suggesting that such certificates be cancelled if the teacher has failed to meet requirements for permanent certification within a six-year period.

The enormous increase in enrolments in the Faculty of Education may very well forecast a decided improvement in the supply of qualified teachers for Alberta classrooms. While admittedly this permits raising entrance requirements and requirements for certification, teachers should recognize that those with marginal preparation who are already in the classrooms of the province will come under increasing pressure to improve their qualifications. It is no secret that the Association has always held that letters of authority are the most temporary of expedients in the certification field and that the one-year junior elementary program ought now to be abandoned in favor of two years of the bachelor of education program. It is fair to say that, in the light of our policy of high standards and our mounting emphasis on professional development, every teacher should realize that we are deeply and irrevocably

Eleven Specialist Councils Offer Leadership

Membership in one or more of the ATA's specialist councils gives Alberta teachers an opportunity to improve their classroom instruction by increasing their knowledge and understanding of their specialty. This is the major objective of each specialist council.

Representatives of ten of the councils met for a family conference in Banff last August at which they exchanged information and opinions with one another and with the Executive Council and made plans for their programs for the coming year. All councils are structured so as to provide service to all teachers from Grade I through Grade XII.

At its meeting in October, the Executive Council of the Association authorized the organization and approved a provisional executive of a new council, Health and Physical Education (more detailed information on it follows).

The eleven specialist councils, their secretaries and addresses, and annual dues are as follows.

Business Education Council, ATA; J. G. Tarangle, 63 Rosetree Road, Calgary; \$5.

English Council, ATA; J. D. McFetridge, Barnett House, Edmonton; \$5.

Guidance Council, ATA; Mrs. Ann Krahulec, 8539 - 80 Avenue, Edmonton; \$2.

Health and Physical Education Council, ATA; Miss Audrey Carson, assistant professor of physical education, University of Alberta, Edmonton (dues not yet set).

Home Economics Council, ATA; Miss Freda Quinton, 4203 - 2 Street N.W., Calgary; \$5.

Industrial Arts Council, ATA; T. T. Humphrey, 155 Waterloo Drive, Calgary; \$5.

Mathematics Council, ATA; Miss Olive Jagoe, 1431 - 26 Street S.W., Calgary; \$5.

Modern and Classical Language Council, ATA; W. E. Kostash, 14716 Park Drive, Edmonton; \$5.

Science Council, ATA; Mrs. C. E. Marshall, Hinton; \$5.

Council on School Administration, ATA; F. J. Senger, Box 285, Calmar; \$5.

Social Studies Council, ATA; Miss D. McNary, 2732 Cochrane Road, Calgary; \$5.

cably committed to urge practising teachers to improve their qualifications to at least the degree level.

There are, of course, other aspects of our policies on teacher education and certification which should be familiar to all teachers in the province. We believe that control of standards and conditions of entrance to the teaching profession should be determined in consultation with the Association. We believe major authority and responsi-

bility for selection and screening of prospective entrants to the teacher education program ought to be in the hands of the Faculty of Education. We believe that general certification should precede special certification. Other details of our policies are to be found in policy statements and related resolutions which are published in the *ATA Policy Handbook, 1961*. I commend it to your reading.

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Health and Physical Education Council

The objective of the Health and Physical Education Council is to improve instruction in physical education by increasing members' knowledge and understanding in this field. Membership in the council is open to any member of The Alberta Teachers' Association, or any non-member who is covered by provisions of *The Teachers' Retirement Fund Act*, any certificated teacher in a private school, and any member of the University of Alberta or of the Department of Education who has a special interest in the field of physical education.

The provisional executive has made plans for the first annual two-day conference. It is to be held in Calgary on

April 26 and 27, 1962. The conference theme will be "Fitness", and a key speaker from the United States, members of the Canadian Medical Association, and local authorities will be featured. Please use the form provided here to register for the conference or to have your name added to the council's mailing list.

Plans are also underway for publication of a bulletin, periodic one-day conferences featuring programs of interest to members, one- or two-week summer seminars, and research projects. Provisional secretary is Miss Audrey Carson, assistant professor of physical education, University of Alberta, Edmonton.

Health and Physical Education Council

Name _____

Address _____

School District _____ School _____
Division _____

Area of Special Interest

- | | |
|--|---|
| <input type="checkbox"/> Elementary School | <input type="checkbox"/> Administration |
| <input type="checkbox"/> Junior High School | <input type="checkbox"/> Supervision |
| <input type="checkbox"/> Senior High School | |
| <input type="checkbox"/> Other (specify) _____ | |

☐ I would be interested in attending the first annual conference of the Health and Physical Education Council, Calgary, April 26 and 27, 1962.

☐ I would like my name added to the mailing list of the Health and Physical Education Council.

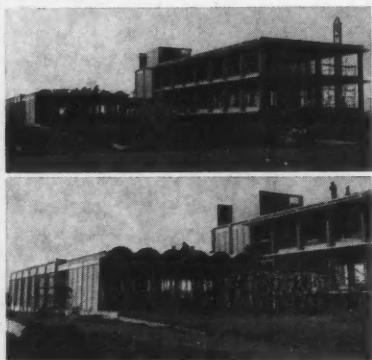
Please mail before December 30, 1961 to—

Health and Physical Education Council
The Alberta Teachers' Association
Barnett House, 9929 - 103 Street
Edmonton, Alberta

September 15

Progress Report—

New Barnett House



By mid-September, the building began to emerge as a unit as the interconnecting lobby took shape. The assembly area (executive chamber in foreground) was rising quickly and the roof forms were in place on the lobby.

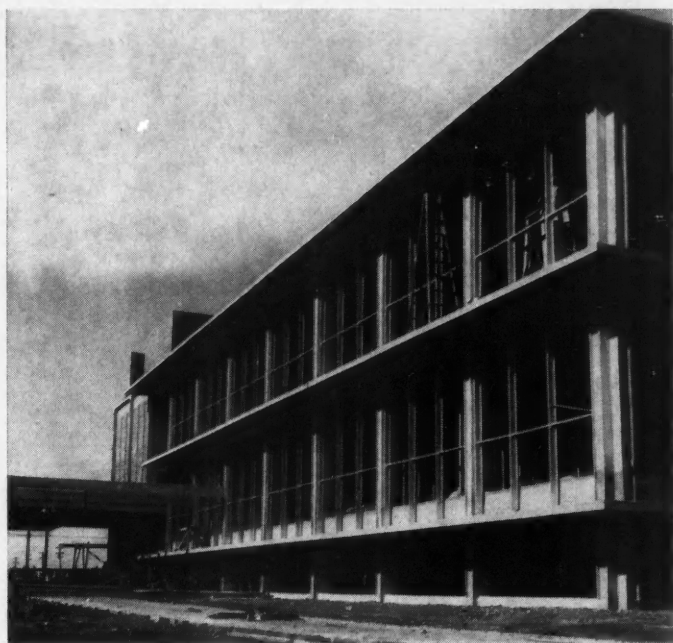
Executive members examined the new structure during a break in the September executive meeting, and Secretary Phil Cox and President Glyn Roberts of the Edmonton Public School Local were out to look over the space the local will be renting in the building.



The new building is proceeding according to plan. To date, we have paid out nearly \$196,000 of the \$400,000 total cost of the building. The 1.2 acres of land at the site have also been paid for by taking \$29,000 out of our 1960 budget, and we have paid \$17,000 of the architect's fee from last year's funds, leaving approximately \$7,000 owing here. At this date, it appears that we should be well within the \$453,000 estimate for land, architect's fees, completed building, and site improvements.

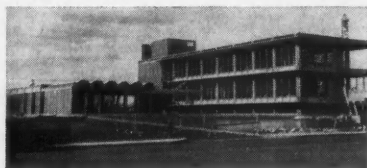
The 1961 Annual General Meeting had authorized the Executive Council to raise 60 percent of the costs of construction through a loan from the Board of Administrators, Teachers' Retirement Fund, and 40 percent from the sale of debentures to the membership. It had been estimated that the debenture issue would be limited to \$162,000. When debentures were ad-





September 30

The clean lines of the office block are accentuated by the aluminum frames for the curtain walls. By the end of September, the grounds were levelled, the driveway was completed, and the interior work was proceeding rapidly. The lobby roof was in place and the picture on the right was taken from beneath it looking east to 142 Street.



November, 1961



DEPARTMENT OF EDUCATION



Official Bulletin

No. 212

Course content for French 10

Teachers are reminded that the content for French 10 was set out in the May, 1961 issue of *The ATA Magazine* and also in a special memorandum from the Curriculum Branch distributed to superintendents in May, 1961. Teachers who need this information should consult their principal or superintendent.

Senior high school English 30

Teachers and principals are reminded that commencing September, 1961 the requirement with respect to the Shakespearean plays will be one

play to be chosen from the following: *Hamlet*, *Macbeth*.

Though questions on *Romeo and Juliet* and *Henry IV*, Part I, will not appear on the departmental examinations in English 30, it is hoped that many teachers will provide opportunities for the discussion of these plays in their classes.

Red Deer Summer School

The Department of Education has decided to discontinue the operation of the summer school at Red Deer for Grade XII students.

vertised, however, the membership responded with an almost immediate oversubscription. The Executive Council did some cost accounting and found that, if the amount of debenture borrowing was increased from \$162,000 to \$250,000, with a consequent removal of the need for TRF borrowing, a sum of \$150,000 in interest payments could be saved. This saving would be made possible by the fact that the debenture borrowings could be repaid more quickly (in ten years) as compared to the proposed 20-year TRF loan. The Executive Council also considered that the interest payments might better go to teachers in the field who were prepared to help finance the new building through debenture buying.

In the light of these facts, the Executive Council directed that a series of regional conferences be held in order to assess the attitude of the membership to a new finance plan based more heavily on debenture borrowings and eliminating TRF borrowing. The consensus of opinion at these meetings was favorable and the Executive Council took this as a mandate for implementation of the new financing scheme. The \$250,000 debenture limit is still oversubscribed and the policy of "first there—first served" is being observed in the issuing of debentures.

Members will be pleased to know that the present Barnett House has been leased with an option to purchase. The new tenants are anxious to move in as soon as the premises are available.

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Book Reviews

Discoverers of the New World

Berger, Josef and Wroth, Lawrence C.; American Heritage Publishing Co. Inc., New York; pp. 153, \$3.50.

Beginning with the Renaissance and continuing to the Industrial Revolution, this is the story of the long succession of exploration across perilous seas, along uncharted coasts and through unknown interiors. This is the story of how, through the courage and foresight of a few great people, new worlds were uncovered and horizons were widened. The authors confine themselves to exploration and discovery of the Americas beginning with Columbus and ending with Bering.

Not only are we given first-hand accounts of the explorers and their journeys but also are supplied with lifelike illustrations and maps which give us a vivid idea of what existed at that time.

This book is one of a series from the American Heritage Junior Library which probably accounts for the superior binding, cover and paper used.

—A.B.M.H.

Language of Mathematics

Land, Frank; Longmans, Green & Co., Toronto 16, Ontario; \$3. (Exercise Book, 70¢).

The author purports to "give some idea of the intellectual vistas which mathematics opens up". This he does admirably. A great number of ideas are beautifully and sometimes rather uniquely illustrated. The book, containing 14 chapters and an index, seems to be designed less to teach

mathematical manipulation than to discuss for fascinating reading many mathematical phenomena. The topics tend to cut across the ideas of general mathematics: the number system and its manipulation, time, algebra, plane geometry, coordinate geometry, areas and volumes, spirals and the Fibonacci sequence, etc.; and concludes with a good chapter on statistics. The ideas are continually referred to the practical—the universe is frequently brought in. The mathematical depth is not great. The higher order from trigonometry up is not included.

There is a booklet with exercises relating to the topics in the text, accompanying the text. Answers are provided at the back of the booklet. This would be a must to make the text an effective teaching device.

As a stimulant to mathematical interest, the book would be rated very high. As a textbook for a high school course in providing exercises for mathematical manipulation there are probably better ones.

—C.C.

New Acquisitions for the ATA Library

The Affluent Society

Galbraith, John Kenneth; Houghton Mifflin Company, Boston; pp. 368.

Economics in a Canadian Setting

Inman, M. K.; The Copp Clark Publishing Co. Limited, Toronto 2B, Ontario; pp. 771.

The Guidance Function in Education

Hutson, Percival W.; Appleton-Century-Crofts, Inc., New York; pp. 680.

Regional Geography of Anglo-America

White, C. Langdon and Foscue, Edwin J., editors; Prentice-Hall,

Professionalism

(Continued from Page 9)

children is the most important thing in that society. Can that society say that we cannot afford to pay more for education because we are already at the limit? Here is a question of the standard of morality, not of individuals but of society as a whole.

We hear a lot about parents' concern for the young people of today, and most parents will admit that in our generation there has been a loss of the old absolutes which were our anchors in an earlier generation. In the present generation the theory has developed that truth and right and wrong are not absolutes, but rather are just relative things. And yet I think that all history cries out that any society which throws away its absolutes is starting down a course without the bearings to keep it on course. Once truth, or right, or wrong is reduced to a relative thing, the same process of rationalization can be used to undermine and ultimately destroy completely any and every ideal ever held dear to the heart of man.

To show a child what has once delighted you, to find the child's delight added to your own, so that there is now a double delight seen in the glow of trust and affection, this is happiness.

—J. B. Priestley

Inc.; Englewood Cliffs, New Jersey; pp. 518.

Research in the Three R's

Hunnicut, C. W. and Iverson, William J., editors; Harper & Brothers, New York; pp. 446.

November, 1961

CANADIAN TEACHERS' FEDERATION SECRETARY-TREASURER

Applications are invited for the position of Secretary-Treasurer of the Canadian Teachers' Federation. This is the senior executive position in an office which includes a Research Division. The CTF office is located in Ottawa, Ontario.

Applicants must be university graduates and have experience in the field of education. Experience in teachers' organizations preferred.

Salary range—\$14,000 - \$17,000 (annual review of salary). Duties to commence not later than July 1, 1962.

Applications must be submitted not later than December 31, 1961 to:

MR. S. G. McCURDY

PRESIDENT

200 LeMARCHANT ROAD
ST. JOHN'S, NEWFOUNDLAND

CANADIAN TEACHERS' FEDERATION RESEARCH ASSISTANT

Duties will include conducting surveys, analyzing data, and preparing reports in the fields of educational finance, pensions, and related areas. In addition to routine duties, this position will allow opportunities for original work.

Applicants must be university graduates with specialization in economics and with some knowledge of statistics. Evidence of ability will be given preference over general experience, although teaching experience will be regarded as an asset. Initial salary up to \$7,000 with provision for annual increments up to \$9,000.

Apply in writing to

CANADIAN TEACHERS' FEDERATION
444 MacLAREN STREET
OTTAWA 4, ONTARIO

THE ATA NEWS BEAT

Fall Conventions

October is the month of conventions, and our president, district representatives and staff officers have been all around the province participating in these gatherings. The assignments of the president and staff officers were as follows: Second Edmonton District, J. D. McFetridge; Southwestern Alberta, W. Roy Eyres; Red Deer Area, M. T. Sillito; Grande Prairie - Spirit River and North Peace, J. A. McDonald and E. J. Ingram; Camrose, S. C. T. Clarke; Third Edmonton District, W. Roy Eyres; Southeastern Alberta, J. D. McFetridge; St. Paul - Bonnyville, J. A. McDonald and M. T. Sillito; Vermilion, S. C. T. Clarke; Castor-Neutral Hills, E. J. Ingram; Hanna, H. A. Doherty; and First Edmonton District, S. C. T. Clarke. There are two more conventions in November and the two city conventions will be held as usual in February.

Induction Ceremonies

The new term has seen a considerable increase over last year in the number of induction ceremonies carried out by local associations. District representatives, table officers, and staff officers have been guest speakers at many of these and report well-organized ceremonies conducted with the dignity and solemnity such an occasion warrants. Locals, in general, are following the suggested program provided. During September and October over 600 induction kits were mailed out to localities distributed geographically from Spirit River in the north to Vauxhall in the south.

Members see the induction ceremony as a fine example of a professional development activity at the local level,

exerting a salutary influence on the new teachers who participate. Since initiation of new members into our professional organization does not ordinarily involve large scale participation of non-teachers, promotion of public relations is not usually an objective.

Local associations which have not yet held induction ceremonies may be interested in the policy approved by the Executive Council with regard to guest speakers. It has been decided that the district representative should first be approached. If he is not available, table officers, staff officers, or other district representatives should be considered. In the event that no one in these categories is able to go, the local may make suggestions and request head office to provide a suitable guest speaker.

Board of Teacher Education and Certification

A regular meeting of this Board was held on October 25. Dr. H. T. Coutts, dean of the Faculty of Education, reported that the enrolment in first-year education in Calgary and Edmonton was up 25 percent and in all undergraduate years was up by 30 percent. This large increase in young people choosing teaching as a career clearly rings the death knell to the teacher shortage. Members of the Board of Teacher Education and Certification agreed with Dean Coutts that now is the time for the Minister of Education to announce a minimum of two years of teacher education before certification, starting in September, 1962.

The Board spent considerable time discussing teachers for the proposed vocational schools. A subcommittee had studied the matter thoroughly and

had brought in a report suggesting action now so that school boards would not find themselves in September of 1963 with fine buildings and equipment but without instructors in the vocational areas of their choice.

Retirement of A. L. Doucette

In appreciation of his long service to education in the Province of Alberta, the Executive Council at its October meeting voted to confer life membership in the Association on Dr. A. L. Doucette who retired from the staff of the University of Alberta at Calgary at the end of August. Dr. and Mrs. Clarke were pleased to represent the Association at a dinner in honor of Dr. and Mrs. Doucette arranged by the University of Alberta at the Palliser Hotel on October 21. This large gathering of some 250 persons was a tribute to the many friends Dr. Dou-

cette has made in his lifetime of work in education in the province. Teachers will also be pleased to know that the University of Alberta awarded Dr. Doucette the honor of emeritus professor at this function.

Scholarship Dinner

A dinner in honor of the Association's 1961 scholarship winners was held in the Mayfair Golf and Country Club in Edmonton on October 27. In addition to the twelve scholarship winners, guests of the Association included Dr. H. T. Coutts, dean of the Faculty of Education, and two members of the ATA Scholarship and Loan Committee, J. T. Karpoff and H. C. Me.sness, both of Edmonton. Following the dinner, W. Moysa, committee chairman, outlined the Association's scholarship program and introduced the winners. President J. A. McDonald

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congratulated the winners and presented them with their awards.

In your behalf

During October, Dr. Clarke attended a meeting of the Barnett House Committee to deal with furniture and rental policy in the new auditorium. A candidate for the school board in the Edmonton elections called in to discuss accreditation with him. He spent two days, October 10 and 11, with the Provincial Committee on Accreditation. Saturday, October 14 and a part of October 25 were spent at table officers meetings. On October 26, the table officers met with the trustees and officials of the Department of Education in a preliminary discussion of revisions to the *Revised General Regulations of the Department of Education*. The Executive Council met on October

27 and 28. Dr. Clarke celebrated the end of the month at home in bed for two days with flu.

Mr. Seymour attended the table officers meetings, the meeting with departmental officials and trustees and the Executive Council meeting, mentioned above. He also met with departmental officials on October 17 to discuss problems associated with amalgamation. On October 3, he spoke to teachers of the Division IV Sublocal in Calgary. For four days, including the Thanksgiving Holiday, he attended the second conference of the Canadian Education Press Association which was held at the Banff School of Fine Arts and at which the ATA representatives were hosts. (A story appears elsewhere in this issue.) He had one meeting relating to economic welfare during the month and was a consultant at an economic seminar of the Manitoba Teachers' Society in Winnipeg. During October, a considerable portion of his time was occupied with the completion of arrangements for the lease of the present Barnett House, editing responsibilities, and a grievance.

Mr. Eyres attended two of our fall conventions during October, and on October 10 was in Calgary for a meeting of the board of directors of the ATA credit union. He spent two days dealing with grievance cases. On October 24 he was at a meeting of the ATA Bonspiel Committee and on the evening of October 26 attended the regular meeting of the Finance Committee.

Three fall conventions were attended by Mr. Ingram during October. He was also present at meetings of the executive of the Council on School Administration, October 3, a meeting of the executive of the Alberta Education Council and of delegates to the Alberta Education Conference, October 6, and the policy committee of

ATA Men's Bonspiel

December 27 and 28 are the dates for the sixth annual ATA Men's Bonspiel which will be held at the Granite and Shamrock Curling Clubs in Edmonton. Entries will be limited to 48 rinks. There will be three events, thus guaranteeing each rink a minimum of three games. The entry fee of \$24 for each rink will include a banquet on December 27, at 7 p.m., and prizes.

The committee, elected at last year's meeting and in charge of the bonspiel, is: Harold Ulmer, president; A. E. Williams, vice-president; Dave Cooney, past president; W. Roy Eyres, secretary-treasurer; and Ted Callbeck, N. H. Cuthbertson, John Finlay, Roger Johnston, and W. A. McGladrie, directors. Entry forms should be mailed to W. Roy Eyres at Barnett House, Edmonton before December 4.

the Leadership Course for School Principals, October 27. He arranged and attended the meeting of the ATA Curriculum Committee on October 14 and was also responsible for the arrangements for the dinner for our scholarship winners on October 27. Mr. Ingram was present for sessions of the Executive Council meeting.

Two conventions were attended by Mr. McFetridge, and he was present for the four-day editorial conference at Banff. He attended the meeting of the Barnett House Committee on October 19 and the Professional Load Committee meeting on October 21. He held one meeting connected with economic welfare and was present for one day of the Executive Council meeting.

Mr. Sillito covered three conventions and two induction ceremonies during the month. He attended a meet-

ing of the executive of the Science Council on October 14, and with Dr. Clarke, the meeting of the Board of Teacher Education and Certification on October 25. The Executive Council meeting occupied two days of his time at the end of the month.

Mr. Doherty was involved in five out-of-town meetings connected with economic welfare during October. He attended one convention and was guest speaker at one induction ceremony. Two days out of the city were occupied with a grievance case. His time in the office during the month was largely given to preparation of papers on teacher tenure in Alberta, on ATA thinking regarding revisions to the *Revised General Regulations of the Department of Education*, and on discipline procedures as laid down in *The Teaching Profession Act* and by-laws.

Notice regarding Amendment to Reciprocal Pension Agreement

On September 1, 1960 the agreement between the Board of Administrators, Teachers' Retirement Fund and the Public Service Pension Board of the Province of Alberta was amended to permit a teacher transferring from employment with any department of the Government of the Province of Alberta to employment as a teacher under *The Teachers' Retirement Fund Act* to transfer his credits from the Public Service Pension Fund to the Teachers' Retirement Fund.

Teachers who were unable to do this at the time they changed their employment, and who were required to take refunds of their contributions to the Public Service Pension Fund, may now repay those refunds and have their credits transferred to the Teachers' Retirement Fund. **Repayment of refunds must be made before September 1, 1962.**

Letters of inquiry may be addressed to the Public Service Pension Board, Legislative Building, Edmonton, Alberta, or to this office.

**Board of Administrators
Teachers' Retirement Fund
Barnett House, Edmonton**

Pictures, Points, Picas, and Existentialism

"But I did it this way because . . ." protests Albert Gervais, editor of l'Enseignement, journal of the Corporation des Instituteurs et Institutrices Catholiques du Quebec, to the three-man jury of Bruce Mickleburgh (Ontario), Ted Peterson (Illinois) and Fred Seymour (Alberta). Another Quebec delegate, Roy Bailey of the Federation of English-Speaking Catholic Teachers of Quebec, whose organization is about to start a journal, listens intently. Mr. Gervais won his point!



Members of the ATA team defend their September issue before the jurors (from left to right) Glenn Hanson (Illinois), Bernice Gestie (Minnesota) and Charlie Fillmore (Nova Scotia), while other editors await their turn. In the front row are A. B. Taylor, The School Trustee (Saskatchewan), T. C. Weidenhamer, The Alberta School Trustee, Gabrielle Levasseur, L'Ecole Ontarienne, and Marion Tyrrell, The OECTA Review.

How does a magazine develop a purpose and a personality? How does it attract its readers? How does it maintain their interest? How can it ensure its existence as a vital communications media?

The list of promising magazines that have died in the last decade is a long and dreary one. Some were leaders in advertising; some were tops in circulation. Why did they die? Some lost their readers because their editors seemed reluctant to change an editorial formula in the face of changing conditions and times, or because a changed formula was not a successful replacement for the old one. Some had to cease publication because their books wouldn't balance.

On the other hand, some magazines



have been eminently successful and their life expectancy cannot be gauged. Such magazines have the blessing of brilliant editors who are able to sense what their readers want today and tomorrow and are able to present it with interest and excitement.

Our educational journals enjoy some advantages over commercial magazines since they function as house organs and are in a sense subsidized. Nevertheless, they not only must justify their expense to their organizations but also must prove their service to the membership.

Editors of Canadian educational journals, meeting in conference in Banff last month, extracted themselves from their home territory and editorial chairs long enough to take a searching look at their overall responsibilities to their organizations and to their readers.

The post-mortem on deceased magazines was an introduction to an exercise for the editors in writing a prospectus for their own journal: what are its aims, what type of content should it carry, what is its audience, how can the homogeneity or otherwise of its readership contribute to the specificity of its aims and therefore of its content, how should it be designed

in order to portray its personality and further its aims, how ought it to be produced and distributed, what should its organizational pattern be?

From this basic position, the editors went on to consider how they could gain editorial personality and distinctiveness by means of typography, illustration and makeup. They discussed how they might obtain, select and present editorial content which would further the stated aims and objectives and maintain at the same time that delicate balance between continuity and freshness, length and brevity, seriousness and lightness. They looked at pictures—when, where and how to use them and the technical aspects of their reproduction. Finally, they studied other intraorganizational means of communication and their purpose and place in the communications system.

Delegates present represented teacher, trustee and home and school organizations from British Columbia to Nova Scotia. A get-acquainted coffee party was held on the first evening. Mary Babcock and Marion Tyrrell were among the seven participants from Ontario.



Among the more interesting features were the evening jury sessions at which consultants, assisted by several of the senior editors, sat on juries which analyzed and appraised one issue of each of the journals represented. The earlier sessions had made some of the editors painfully aware of their journal's shortcomings and left them little protection in meeting the accusations of the jury members. But the juries were also out to praise, to offer constructive suggestions on every aspect of content and presentation, to propose alternatives and suggest improvements, and to stimulate new thoughts and new approaches.

Consultants for the four-day conference, October 8 to 12, were from the staff of the College of Journalism and Communications, University of Illinois, Urbana, Dr. T. Peterson, dean, and Glenn Hanson, graphic arts instructor. A special guest was Miss Bernice Gestic, editor of the *Minnesota Journal of Education*. The participants numbered 25 and came from British Columbia to Nova Scotia. They represented the editorial staffs or secretariats of fourteen journals, thirteen teacher associations, three trustee organizations, and two home and school organizations. The Alberta Teachers' Association was host for the conference and its delegates were Editor F. J. C. Seymour, Associate Editor J.

If you wish to be loved, be modest; if you wish to be admired, be proud; if you wish both, combine external modesty with internal pride.

—Will Durant

A man of courage is also full of faith.

—Cicero

THE MAILBAG

An appreciative word

To the Editor—

Please permit us the privilege of thanking the many teachers throughout the province who encouraged and helped students to attend the United Nations Association Banff Summer School and the UNESCO Seminar in Science, which were held the week of August 20, 1961, under the auspices of the Edmonton Branch of the United Nations Association in Canada.

Not only did teachers help as individuals but also their ATA sublocals and locals substantially supported many of the exceptional students who attended the seminars. The support of The Alberta Teachers' Association was a major factor in making each seminar a success.

G. L. W. BROWN

Director, UNA Banff Summer School

R. T. BLACKLOCK

UNESCO Seminar in Science

D. McFetridge, and Editorial Assistant Marian Allison. This was the second conference sponsored by Canadian education journals who are banded for this activity into a loose organization known as the Canadian Education Press Association. Another conference is planned for 1963.

The conference was really much more than an opportunity for an exchange of ideas and more than a refresher course on the significance and use of those essentials in the printing process—points, picas and pictures. If practised successfully, its lessons could conceivably make a best seller of a journal devoted to theories of existentialism!

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Your Representatives for 1961-62

The following listing includes the membership of ATA committees, standing and special, and ATA representatives on Department of Education committees and on other educational committees for the current school term.

Association Committees

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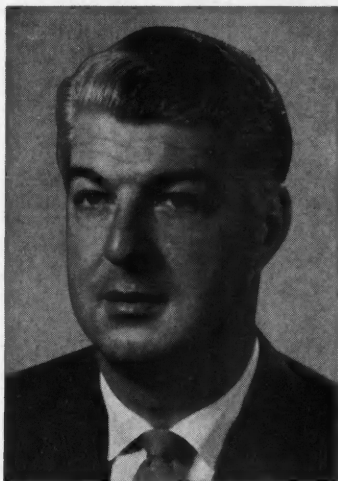
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Experience is a poor guide to man, and is seldom followed. What really teaches a man is not experience, but observation. —H. L. Mencken

COMPTON'S CANADIAN PICTURED ENCYCLOPEDIA



DARREL P. SIMPSON

Mr. Kurt R. Swinton, President of F. E. Compton of Canada Ltd., announces the appointment of Mr. Simpson as Director of School and Library Sales for Compton's Canadian Pictured Encyclopedia. Mr. Simpson, who was at one time western sales manager for Compton's, comes to his new position after five years as national sales manager for the Encyclopedia Canadiana. He will be responsible for school and library sales across Canada for the 50-year-old Compton's.

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OF ALL THINGS

Reduced Travel Fares— Christmas-New Year

The member lines of the Canadian Passenger Association have again, this year, granted reduced fares in favor of teachers and students for the Christmas and New Year vacation.

The basis of the reduction will be the same as last year, namely, the one-way fare plus one-half, either first or coach class, for the round trip. Presentation of CPA Form 18 will be required. The dates for the start of the going journey will be December 1, 1961 to January 1, 1962 (at noon) inclusive; the return journey must commence not later than midnight of January 25, 1962.

A supply of required forms and further information may be requested

from the Canadian Passenger Association, 1121 - 23 St. Catherine Street West, Montreal.

Audubon Junior Club Material for 1961-62

Last year, over 35,000 children took part in the junior club activities of the Canadian Audubon Society, an organization dedicated to the conservation of our natural resources. Since 1910 when the junior club program was inaugurated, over 11,000,000 children in school classes and other youth groups have been members.

A minimum of ten members and a leader is required for an Audubon Junior Club. The fee is 25¢ per member and this provides each child with a 24-page scrapbook and the teacher with two excellent guides; one ties in with the members' scrapbooks and the other is a Wildflower Projects Guide. For the club there is also a wall chart illustrating 48 Canadian wildflowers. The main theme for this year is the study of birds.

For a descriptive folder of this material which is designed to aid natural science teaching, write to the Canadian Audubon Society, 423 Sherbourne Street, Toronto 5, Ontario.

ATA Charter Flight

Because of the success of the 1961 charter flight to England, the Executive Council has approved the organization of a second ATA charter flight overseas in 1962. Present plans call for the flight to leave on July 8 and return on August 23. Details and application forms can be obtained by addressing your enquiries to: ATA Charter Flight, 10168 - 102 Street, Edmonton, or 119 - 7 Avenue West, Calgary.

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Q & A

OUR READERS WRITE

◆ *Why is our pension plan called a "final earnings" plan?*

It is not a final earnings plan in the strict sense of the term. A plan of that type provides some formula by means of which the pension is based on the average salary of the last five, ten, or more years of a teacher's service ending at age 65. Our plan provides that the pension is based on the average of the five consecutive years during which the teacher's salary was the highest. Normally, this would mean the last five years of a teacher's service but this does not always follow.

◆ *How much money does the pension board keep when a teacher asks for a refund?*

The present by-law of the Teachers' Retirement Fund provides that \$10 a year will be retained to cover handling and bookkeeping costs.

◆ *How good is our pension plan?*

As compared with other teacher pension plans across Canada it is among the best in terms of pension benefits to those who enter teaching and make a career of the profession. As you know, it is possible to earn a normal pension of up to 70 percent of the average of the five highest consecutive years of salary.

◆ *What will be the disposition of the present Barnett House?*

It has been leased with option to purchase to The Alcoholism Founda-

tion of Alberta with possession early in 1962.

◆ *Who was ATA president in 1943?*

James A. Smith was president from Easter, 1941 to Easter of 1943. Dr. Clarence Sansom was president from Easter, 1943 to Easter of 1945.

◆ *If it is not required by the collective agreement, can the school board insist that I present a doctor's certificate for taking two days of sick leave during a month?*

Since your agreement is silent on this point, the board is exercising its right under Section 363(4) of *The School Act* which states, "Before paying salary under this section, the board may require a certificate from a qualified medical or dental practitioner."

◆ *In The School Act, a teacher is entitled to sick leave for medical and dental treatment. What does the term "medical" encompass? Does it include care by optometrists and podiatrists?*

The applicable section of *The School Act* appears to be 363(1). The key word in this section is "necessary". It is our opinion that a school board may have reason to object if a teacher chooses to take time from school for medical attention if such treatment is not of an urgent nature. It would seem that optometrists' and podiatrists' services would qualify as medical treatment within the meaning of this section.

◆ *Who has the right of entry to the classroom besides the principal and the superintendent?*

The right belongs to any member of the supervisory branch of the De-

partment of Education and any other educational personnel who may have been given permission by the board or the superintendent to observe in the classroom. Normally, the superintendent and the principal would be expected to control visitations to the classroom. The only specific exclusion

seems to be salesmen who are forbidden by *The School Act* to solicit or sell on school property.

It would appear that, under Section 179(a) of *The School Act*, a board can make regulations covering this matter. We would think that, in the absence of such regulations, the principal has responsibility for the operation of the school and could either deny entry or, in the case that entry has been made, order such persons to leave the premises if in his opinion a disturbance may result.

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◆ *I have heard our district representative talk about "the big four" in ATA history. Who were these people?*

T. E. A. Stanley, Dr. H. C. Newland, C. E. Peasley, and Dr. J. W. Barnett.

◆ *Why do we not have representation by population on the Executive Council of the Association?*

Although Executive Councils and Annual General Meetings of many years have studied the matter of geographic representation, there does not appear to have been any consensus of opinion in favor of this principle. No doubt part of the reason lies in the geography of the province.



"Sometimes I wish I had studied mob psychology instead of group dynamics!"

THE SECRETARY REPORTS

Vocational Education

The federal government will pay 75 percent of the cost of buildings and equipment for vocational schools until March 31, 1963. With the provincial government contribution, a school board can provide a \$1,000,000 vocational school for an outlay of \$100,000. It is small wonder that at least seven Alberta school boards, in larger urban areas, have embarked on such projects.

Two factors are behind the federal government's action. Our civilization is becoming increasingly mechanized, so that more trained technicians are needed. The former source of supply was immigration but this is now drying up. Unemployment is running at a high level and at least some of this unemployment is caused or is aggravated by lack of education.

The definition of vocational schools eligible for grant contains two main features. Fifty percent of the students' time must be occupied in taking vocational courses. Teachers of vocational schools must hold journeymen's certificates in the appropriate trades and must have successful experience in business or industry. Five years is often mentioned as a requirement. The vocational school may be attached as a wing to an existing high school, it may be a separate building or it may be a provincial institute of technology.

The program to be offered by such schools is uncertain. For a number of years, Alberta high schools have successfully engaged in one aspect of vocational education, namely, business education. A second aspect proposed for the new schools would be a three-year high school course requiring achievement in English, mathematics and science of a quality similar to matriculation with vocational courses preparatory to a three-year post high school program at an institute of technology. This program would prepare high level technicians. A third proposal for the new schools is a three-year program leading to apprenticeship in a recognized trade. This program would, it is hoped, provide graduates who possess saleable skills, who would be readily accepted as apprentices and whose length of apprentice training could be shortened. The fourth aspect of vocational education proposed for the new schools is preparation for service and distributive occupations such as hair-dressers and stock clerks.

It is interesting to note that board-controlled vocational schools and the provincial institutes of technology (the existing one in Calgary and a new one in Edmonton) might provide considerable overlap of service in certain programs. They could well be competing for the same students. At the present time, it is not known how many of Alberta's young people are or can be interested in the kind of vocational education proposed. The experience elsewhere is that successful vocational programs compete with academic programs for pupils of above average

ability. In such circumstances the vocational school is successful, but the 50 percent of the youngsters who are below average in ability are still not provided a program suited, in the words of British objectives, to their "age, aptitude and ability".

The provision of teachers for vocational schools presents difficult problems. In Alberta, a person with a Grade IX education may obtain a journeyman's papers. Can such a person be recognized as a teacher—a member of our profession, eligible for membership in our organization, and coming under the provisions of the teachers' retirement scheme? How could such persons be paid—by years of "education" (quite different from that which is familiar to us) and years of experience? Is experience in business and industry to count both as part of preparatory background and as performance improvement?

It is essential for the success of the program that persons who instruct in vocational schools should be teachers. They should be so qualified that they are worthy of the respect of colleagues. A proposal which can be supported by teachers would accept as minimal standards, a journeyman's certificate (or its equivalent in occupations which lack such) and successful experience in business and industry, plus matriculation and at least one year of teacher education.

This desirable standard could be achieved as follows. School boards could now recruit and select candidates with the certificates, experience and matriculation required. A university board (a vocational admissions entrance board) could appraise these qualifications. Once approved, the individual could be granted a special letter of authority which would legalize his employment by a school board. By June 30, 1962, school boards could have such persons on their staffs and could grant them leave of absence with pay (for which the letter of authority was granted). Such persons could attend the summer session in 1962, the 1962-63 winter session, and summer session again in 1963, and be ready to teach in September, 1963. The university could provide a regular training program, modified from the present industrial arts program. Since there would be some 700 to 800 industrial arts, institute of technology and art, and vocational school teachers in the province, there is a permanent job of teacher education required in this field.

School boards should be as concerned with the teachers for their vocational schools as they are with the buildings and equipment. No board should expect that in September, 1963 a supply of teachers will be available to start teaching in an educational area which is entirely new for school boards. Rather, boards should be thinking now about staffing their vocational schools.

S. C. J. Clarke

In Memory



CANADIAN teachers were saddened by the death on October 13 of George G. Croskery, LL.D., the secretary-treasurer of the Canadian Teachers' Federation.

Born in Westmeath in Ontario, Dr. Croskery was educated in Renfrew, Ottawa Normal School and Queen's University. He taught for almost 25 years on the staff of the Ottawa Public School Board and for the last 10 years was school principal. He became the first full-time secretary-treasurer of the Canadian Teachers' Federation in December, 1947.

During his career as a teacher, Dr. Croskery was active in his professional organization, serving a term as president of the Ontario Public School Men Teachers' Federation and as a member of the board of governors of the Ontario Teachers' Federation.

Dr. Croskery attained national and international respect through his untiring service, his courage and an immense capacity for sheer hard work. As secretary-treasurer of the Canadian Teachers' Federation, his involvements were legion, including responsibility as secretary-treasurer of the Canadian College of Teachers, secretary-treasurer of the Canadian Council for Research in Education and representative of the Americas on the executive committee of the World Confederation of Organizations of the Teaching Profession. He was one of the driving forces behind the organization of the Canadian Conference on Education and served variously as secretary to the several committees, as conference director and as co-editor of the report of proceedings. For ten years, he served as chairman of the National Committee for Education Week and for several years he was chairman of the Education Committee of the United Nations Association in Canada. He also served on different occasions with the Canadian Council for Reconstruction Through UNESCO, on the CBC Advisory Council on School Broadcasting, and on the board of directors of the Canadian Education Association.

Carleton University recognized Dr. Croskery's long and distinguished service in education, when in 1960, it awarded him an honorary degree of doctor of laws.

Dr. Croskery is survived by his wife Lillian and a daughter, Joan.

1961

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